

109TH CONGRESS  
1ST SESSION

# H. R. 3628

To expand quality programs of early childhood home visitation, and for  
other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

JULY 29, 2005

Mr. DAVIS of Illinois (for himself, Mr. PLATTS, and Mr. OSBORNE) introduced the following bill; which was referred to the Committee on Education and the Workforce, and in addition to the Committee on Armed Services, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

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## A BILL

To expand quality programs of early childhood home  
visitation, and for other purposes.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

3       **SECTION 1. SHORT TITLE.**

4       This Act may be cited as the “Education Begins at  
5       Home Act”.

6       **SEC. 2. FINDINGS.**

7       Congress finds that—

1           (1) the home is the first and most important  
2           learning environment for children, and parents are  
3           their children’s first and most influential teacher;

4           (2) through parent education and family sup-  
5           port, we can promote parents’ ability to enhance  
6           their children’s development from birth until entry  
7           into kindergarten thereby helping parents to prepare  
8           their children for success in school;

9           (3) undiagnosed and unaddressed develop-  
10          mental and health problems can impede overall child  
11          development and school readiness;

12          (4) all parents deserve and can benefit from—

13                (A) research-based information regarding  
14                child development;

15                (B) enrichment opportunities with their  
16                children; and

17                (C) early opportunities to become involved  
18                with their community and schools; and

19          (5) early childhood home visitation leads to  
20          positive outcomes for children and families, including  
21          readiness for school, improved child health and de-  
22          velopment, positive parenting practices, and reduc-  
23          tions in child maltreatment.

24 **SEC. 3. PURPOSES.**

25          The purposes of this Act are as follows:

1           (1) To enable States, Indian tribes, tribal orga-  
2           nizations, territories, or possessions to deliver qual-  
3           ity programs of early childhood home visitation to  
4           pregnant women and parents of children from birth  
5           until entry into kindergarten in order to promote  
6           positive outcomes for children and families including:  
7           readiness for school, improved child health and de-  
8           velopment, positive parenting practices, reductions in  
9           child maltreatment, and enhanced parenting abilities  
10          to support their children’s optimal cognitive, lan-  
11          guage, social-emotional, and physical development.

12          (2) To improve Early Head Start programs car-  
13          ried out under section 645A of the Head Start Act  
14          (42 U.S.C. 9840a).

15          (3) To expand quality programs of early child-  
16          hood home visitation so as to more effectively reach  
17          and serve families with English language learners.

18          (4) To expand quality programs of early child-  
19          hood home visitation so as to more effectively reach  
20          and serve families serving in the military.

21 **SEC. 4. DEFINITIONS.**

22          In this Act:

23           (1) **ELIGIBLE FAMILY.**—The term “eligible  
24          family” means—

25           (A) a woman who is pregnant; or

1 (B) a parent or primary caregiver of a  
2 child who is from birth until entry into kinder-  
3 garten.

4 (2) HOME VISITATION.—The term “home visi-  
5 tation” means services provided in the permanent or  
6 temporary residence, or in other familiar sur-  
7 roundings, of the individual receiving such services.

8 (3) INDIAN TRIBE.—The term “Indian tribe”  
9 has the meaning given such term in section 4(e) of  
10 the Indian Self-Determination and Education Assist-  
11 ance Act (25 U.S.C. 450b).

12 (4) SECRETARY.—Except as provided in section  
13 8, the term “Secretary” means the Secretary of  
14 Health and Human Services.

15 (5) STATE.—The term “State” means each of  
16 the 50 States, the District of Columbia, and the  
17 Commonwealth of Puerto Rico.

18 (6) TERRITORIES AND POSSESSIONS.—The  
19 term “territories and possessions” shall include  
20 American Samoa, the Commonwealth of the North-  
21 ern Mariana Islands, Guam, and the United States.  
22 Virgin Islands.

23 (7) TRIBAL ORGANIZATION.—The term “tribal  
24 organization” has the meaning given the term in

1 section 4(l) of the Indian Self-Determination and  
2 Education Assistance Act (25 U.S.C. 450b).

3 **SEC. 5. GRANTS FOR EARLY CHILDHOOD HOME VISITA-**  
4 **TION.**

5 (a) AUTHORIZATION.—The Secretary, in collabora-  
6 tion with the Secretary of Education, shall make grants  
7 to States, Indian tribes, and tribal organizations to enable  
8 States, Indian tribes, and tribal organizations to establish  
9 or expand quality programs of early childhood home visita-  
10 tion as specified under subsection (f). Each grant shall  
11 consist of the allotment determined under subsection (b).

12 (b) DETERMINATION OF RESERVATIONS; AMOUNT OF  
13 ALLOTMENTS; AUTHORIZATION OF APPROPRIATIONS.—

14 (1) RESERVATIONS FROM APPROPRIATIONS.—  
15 From the total amount made available to carry out  
16 this section for a fiscal year, the Secretary shall re-  
17 serve—

18 (A) not more than 2 percent of the funds  
19 appropriated for any fiscal year for payments to  
20 Indian tribes or tribal organizations with an ap-  
21 proved application under this section;

22 (B) not more than  $\frac{1}{2}$  of 1 percent of the  
23 funds appropriated for any fiscal year for pay-  
24 ments to territories and possessions with an ap-  
25 proved application under this section; and

1 (C) 2 percent for training and technical as-  
2 sistance for States.

3 (2) STATE ALLOTMENTS FOR EARLY CHILD-  
4 HOOD HOME VISITATION.—

5 (A) IN GENERAL.—In accordance with  
6 subparagraph (B), the Secretary shall allot  
7 among each of eligible the States the total  
8 amount made available to carry out this section  
9 for any fiscal year and not reserved under para-  
10 graph (1), to carry out early childhood home  
11 visitation in accordance with this section.

12 (B) DETERMINATION OF STATE ALLOT-  
13 MENTS.—

14 (i) IN GENERAL.—Subject to clause  
15 (ii), the Secretary shall allot the amount  
16 made available under subparagraph (A) for  
17 a fiscal year among the eligible States in  
18 proportion to the number of children, aged  
19 from birth to 5 years, who reside within  
20 the State, compared to the number of such  
21 individuals who reside in all such States  
22 for that fiscal year.

23 (ii) EXCEPTION.—No State receiving  
24 an allotment under clause (i) may receive  
25 more than \$20,000,000.

1 (3) PAYMENTS TO TRIBES AND TERRITORIES.—

2 (A) Out of the funds reserved under para-  
3 graph (1)(A), the Secretary shall provide funds  
4 to each Indian tribe or tribal organization with  
5 an approved application under this section in  
6 accordance with the respective needs described  
7 in that application.

8 (B) Out of the funds reserved under para-  
9 graph (1)(B), the Secretary shall provide funds  
10 to each territory or possession with an approved  
11 application under this section in accordance  
12 with the respective needs described in that ap-  
13 plication.

14 (4) APPLICATIONS OF INDIAN TRIBES, TRIBAL  
15 ORGANIZATIONS, TERRITORIES, OR POSSESSIONS.—

16 (A) Subject to subparagraph (B) the Sec-  
17 retary shall approve an application of an Indian  
18 tribe, tribal organization, territory, or posses-  
19 sion based on the quality of the application.

20 (B) The Secretary may exempt an applica-  
21 tion submitted by an Indian tribe, tribal organi-  
22 zation, territory, or possession from any re-  
23 quirement of this section that the secretary de-  
24 termines would be inappropriate to apply taking  
25 into account the resources, needs, and other cir-

1           cumstances of the indian tribe, tribal organiza-  
2           tion territory, or possession with the exception  
3           of the provision of quality early childhood home  
4           visitation as outlined in section (5)(f)(1), re-  
5           porting requirements detailed in paragraphs (1)  
6           and (3) of section 5(h), and participation in the  
7           independent evaluation outlined in section 9.

8           (5) AUTHORIZATION OF APPROPRIATIONS.—

9           There is authorized to be appropriated to carry out  
10          this section \$400,000,000 for the period of fiscal  
11          years 2006 through 2008.

12          (c) GRANT APPLICATIONS.—A State, Indian tribe,  
13          tribal organization, territory, or possession that desires to  
14          receive a grant under this section shall submit an applica-  
15          tion to the Secretary at such time, in such manner, and  
16          containing such information as the Secretary may require.  
17          The application shall contain the following information:

18               (1) An assurance that the Governor of the  
19               State has designated a lead State agency, such as  
20               the State educational agency or the State health and  
21               human services agency, to carry out the activities  
22               under this section.

23               (2) An assurance that the State will reserve 3  
24               percent of such grant for evaluation and will partici-  
25               pate in the independent evaluation under section 9.



1           (3) An assurance that the State will reserve 10  
2           percent of the grant funds for training and technical  
3           assistance of staff of programs of early childhood  
4           home visitation.

5           (4) An assurance that the State will authorize  
6           child care resource and referral agencies to refer  
7           parents seeking home visitation services.

8           (5) The results of a statewide needs assessment  
9           that describes—

10                 (A) the quality and capacity of existing  
11                 programs of early childhood home visitation in  
12                 the State;

13                 (B) the number and types of eligible fami-  
14                 lies who are receiving services under such pro-  
15                 grams; and

16                 (C) the gaps in early childhood home visi-  
17                 tation in the State.

18           (6) A State plan containing the following:

19                 (A) A description of the State's strategy to  
20                 establish or expand quality programs of early  
21                 childhood home visitation to serve all eligible  
22                 families in the State.

23                 (B) A description of the quality programs  
24                 of early childhood home visitation that will be  
25                 supported by a grant under this section.

1 (C) A description of how the proposed pro-  
2 gram of early childhood home visitation will  
3 promote positive parenting skills and children's  
4 early learning and development.

5 (D) A description of how the proposed pro-  
6 gram of early childhood home visitation will in-  
7 corporate the authorized activities described in  
8 subsection (f).

9 (E) How the lead State agency will build  
10 on and promote coordination among existing  
11 programs of early childhood home visitation in  
12 an effort to promote an array of home visitation  
13 that ensures more eligible families are being  
14 served and are getting the most appropriate  
15 services to meet their needs.

16 (F) How the lead State agency will pro-  
17 mote channels of communication between staff  
18 of programs of early childhood home visitation  
19 and staff of other early childhood education  
20 programs, such as Head Start programs carried  
21 out under the Head Start Act (42 U.S.C. 9831  
22 et seq.) and Early Head Start programs carried  
23 out under section 645A of such Act, the Ameri-  
24 cans with Disabilities Act (42 U.S.C. 12101 et  
25 seq.), preschool programs, and child care pro-

grams, to facilitate the coordination of services for eligible families.

(G) How the lead State agency will provide training and technical assistance to staff of programs of early childhood home visitation involved in activities under this section to more effectively meet the needs of the eligible families served, with sensitivity to cultural variations in parenting norms and attitudes toward formal support services.

(H) How the lead State agency will evaluate the activities supported under this section in order to assess outcomes related to the enhancement of—

(i) parental practices;

(ii) child health and development indicators;

(iii) child maltreatment indicators;

(iv) school readiness indicators; and

(v) links to community services.

(I) Such other information as the Secretary may require.

(d) APPROVAL OF APPLICATIONS.—

(1) IN GENERAL.—The Secretary shall approve an application under this section based on the rec-

ommendations of a peer review panel, as described in paragraph (2). The state panel shall select applicants based on the quality of the application, with consideration given to including some applicants—to the extent practicable—with the ability to incorporate comparison or control groups in their service delivery model, recognizing that not all quality programs will be able to do so but that having some such programs would contribute to evaluation.

(2) PEER REVIEW PANEL.—The peer review panel shall include not less than—

(A) 3 individuals who are experts in the field of home visitation;

(B) 2 individuals who are experts in early childhood development;

(C) 1 individual with experience implementing a statewide program of early childhood home visitation;

(D) 1 individual who is a board certified pediatrician or a developmental pediatrician; and

(E) 1 individual with experience in administering public or private (including community-based) child maltreatment prevention programs.

1 (e) DURATION OF GRANTS.—Grants made under this  
2 section shall be for a period of no more than 3 years.

3 (f) STATE USES OF FUNDS.—Each State that re-  
4 ceives a grant under this section shall—

5 (1) provide to as many eligible families in the  
6 State as practicable, voluntary early childhood home  
7 visitation, on not less frequently than a monthly  
8 basis with greater frequency of services for those eli-  
9 gible families identified with additional needs,  
10 through the implementation of quality programs of  
11 early childhood home visitation that—

12 (A) adopt a clear, consistent model that is  
13 grounded in empirically-based knowledge re-  
14 lated to home visiting and linked to program-  
15 determined outcomes;

16 (B) employ well-trained and competent  
17 staff, as demonstrated by education or training,  
18 and the provision of ongoing and specific train-  
19 ing on the model being delivered;

20 (C) maintain high quality supervision to  
21 establish home visitor competencies;

22 (D) show strong organizational capacity to  
23 implement the program;

1 (E) establish appropriate linkages and re-  
2 ferral networks to other community resources  
3 and supports;

4 (F) monitor fidelity of program implemen-  
5 tation to assure that services are delivered ac-  
6 cording to the specified model; and

7 (G) provide parents with—

8 (i) knowledge of age appropriate child  
9 development in cognitive, language, social-  
10 emotional, and motor domains;

11 (ii) knowledge of realistic expectations  
12 of age-appropriate child behaviors;

13 (iii) knowledge of health and wellness  
14 issues for children and parents;

15 (iv) modeling, consulting, and coach-  
16 ing on parenting practices;

17 (v) skills to interact with their child to  
18 enhance age-appropriate development;

19 (vi) skills to recognize and seek help  
20 for issues related to health, developmental  
21 delays, and social, emotional, and behav-  
22 ioral skills; and

23 (vii) activities designed to help par-  
24 ents become full partners in the education  
25 of their children;

1           (H) ascertain what health and develop-  
2           mental services the family receives and work  
3           with these providers to eliminate gaps in service  
4           by offering annual health, vision, hearing, and  
5           developmental screening for children from birth  
6           to entry into kindergarten, when not otherwise  
7           provided;

8           (I) provide referrals for eligible families, as  
9           needed, to additional resources available in the  
10          community, such as center-based early edu-  
11          cation programs, child care services, health or  
12          mental health services, family literacy pro-  
13          grams, employment agencies, social services,  
14          and child care resource and referral agencies;  
15          and

16          (J) offer group meetings (at program dis-  
17          cretion), on not less frequently than a monthly  
18          basis, for eligible families that—

19               (i) further enhance the information,  
20               activities, and skill-building addressed dur-  
21               ing home visitation; and

22               (ii) offer opportunities for parents to  
23               meet with and support each other;

24          (2) reserve 10 percent of the grant funds to  
25          provide training and technical assistance, directly or

1 through contract, to early childhood home visitation  
2 and early childhood care and education staff relating  
3 to—

4 (A) effective methods of implementing par-  
5 ent education, conducting home visiting, and  
6 promoting quality early childhood development;

7 (B) the relationship of health and well-  
8 being of pregnant women to prenatal and early  
9 childhood development;

10 (C) early childhood development with re-  
11 spect to children from birth until entry into kin-  
12 dergarten;

13 (D) methods to help parents promote  
14 emergent literacy in their children from birth  
15 until entry into kindergarten;

16 (E) health, vision, hearing, and develop-  
17 mental screenings;

18 (F) strategies for helping eligible families  
19 with special needs or those eligible families cop-  
20 ing with crisis;

21 (G) recruiting, supervising, and retaining  
22 qualified staff;

23 (H) increasing services for underserved  
24 populations;



1 (I) methods to help parents effectively re-  
2 spond to their children's needs and behaviors;

3 (J) implementation of ongoing program  
4 quality improvement and evaluation of activities  
5 and outcomes; and

6 (K) relevant issues related to child welfare  
7 and protective services, with information pro-  
8 vided being consistent with state child welfare  
9 agency training.

10 (3) ensure coordination of programs of early  
11 childhood home visitation, early childhood education  
12 and care, and early intervention, through an existing  
13 or created State-level early childhood coordinating  
14 body that includes—

15 (A) representatives from relevant State  
16 agencies, including the State agency with re-  
17 sponsibility for carrying out the plan under Sec-  
18 tion 106 of the Child Abuse Prevention and  
19 Treatment Act;

20 (B) representatives from State Head Start  
21 Associations;

22 (C) the State official with responsibility for  
23 carrying out activities under part C of the Indi-  
24 viduals with Disabilities Education Act (20  
25 U.S.C. 1431 et seq.);

1 (D) the State official with responsibility  
2 for carrying out activities under section 619 of  
3 the Individuals with Disabilities Education Act  
4 (20 U.S.C. 1419);

5 (E) representatives from child care re-  
6 source and referral State offices;

7 (F) representatives from quality programs  
8 of early childhood home visitation; and

9 (G) a board certified pediatrician or a de-  
10 velopmental pediatrician; and

11 (4) not expend more than 5 percent of the  
12 amount of grant funds received under this section  
13 for the administration of the grant, including plan-  
14 ning, administration, and annual reporting.

15 (g) MAINTENANCE OF EFFORT.—A State is entitled  
16 to receive its full allotment of funds under this section for  
17 any fiscal year if the Secretary finds that the aggregate  
18 expenditures within the State for quality programs of  
19 early childhood home visitation for the fiscal year pre-  
20 ceding the fiscal year for which the determination is made  
21 was not less than 100 percent of such aggregate expendi-  
22 tures for the second fiscal year preceding the fiscal year  
23 for which the determination is made.

24 (h) REPORTING REQUIREMENTS.—Each State that  
25 receives a grant under this section shall submit an annual

1 report to the Secretary regarding the State's progress in  
2 addressing the purposes of this Act. Such report shall in-  
3 clude, at a minimum, a description of—

4 (1) actual service delivery provided under the  
5 grant including—

6 (A) program characteristics including de-  
7 scriptive information on the service model used  
8 and actual program performance;

9 (B) provider characteristics including staff  
10 qualifications, work experience, and demo-  
11 graphic characteristics;

12 (C) recipient characteristics including  
13 number, demographic characteristics, and fam-  
14 ily retention; and

15 (D) an estimate of annual program imple-  
16 mentation costs;

17 (2) recipient outcomes that are consistent with  
18 program goals including, where appropriate given  
19 the program being evaluated—

20 (A) parental practices;

21 (B) child health and development indica-  
22 tors;

23 (C) child maltreatment indicators

24 (D) school readiness indicators; and

25 (E) links to community services;

1           (3) the research-based instruction, materials,  
2           and activities being used in the activities funded  
3           under the grant;

4           (4) the effectiveness of the training and ongoing  
5           professional development provided—

6                   (A) to staff supported under the grant;  
7           and

8                   (B) to the broader early childhood commu-  
9           nity; and

10          (5) beginning at the end of the second year of  
11          the grant, the results of evaluations described in  
12          subsection (c)(6)(H).

13 **SEC. 6. STRENGTHENING EARLY HEAD START HOME VISI-**  
14 **TATION.**

15          Section 645A of the Head Start Act (42 U.S.C.  
16 9840a) is amended—

17           (1) in subsection (b)—

18                   (A) in paragraph (4), by striking “provide  
19           services to parents to support their role as par-  
20           ents” and inserting “provide additional services  
21           to parents to support their role as parents (in-  
22           cluding training in parenting skills, basic child  
23           development, and sensitivity to cultural vari-  
24           ations in parenting norms and attitudes toward  
25           formal supports)”;

1 (B) in paragraph (5)—

2 (i) by inserting “(including home-  
3 based services)” after “with services”; and

4 (ii) by inserting “, and family support  
5 services” after “health services”;

6 (C) by redesignating paragraphs (7), (8),  
7 and (9) as paragraphs (9), (10), and (11), re-  
8 spectively; and

9 (D) by inserting after paragraph (6) the  
10 following:

11 “(7) develop and implement a systematic proce-  
12 dure for transitioning children and parents from an  
13 Early Head Start program into a Head Start pro-  
14 gram or another local early childhood education pro-  
15 gram;

16 “(8) establish channels of communication be-  
17 tween staff of Early Head Start programs and staff  
18 of Head Start programs or other local early child-  
19 hood education programs, to facilitate the coordina-  
20 tion of programs;”;

21 (2) in subsection (g)(2)(B), by striking clause  
22 (iv) and inserting the following:

23 “(iv) providing professional develop-  
24 ment and personnel enhancement activi-  
25 ties, including the provision of funds to re-

1 cipients of grants under subsection (a), re-  
2 lating to effective methods of implementing  
3 parent education, conducting home vis-  
4 iting, and promoting quality early child-  
5 hood development.”; and

6 (3) by adding at the end the following:

7 “(h) STAFF QUALIFICATIONS AND DEVELOPMENT.—

8 “(1) HOME VISITOR STAFF.—

9 “(A) STANDARDS.—In order to further en-  
10 hance the quality of home visiting services pro-  
11 vided to families of children participating in  
12 home-based, center-based, or combination pro-  
13 gram options under this subchapter, the Sec-  
14 retary shall establish standards for training,  
15 qualifications, and the conduct of home visits  
16 for home visitor staff in Early Head Start pro-  
17 grams.

18 “(B) CONTENTS.—The standards for  
19 training, qualifications, and the conduct of  
20 home visits shall include content related to—

21 “(i) structured child-focused home vis-  
22 iting that promotes parents’ ability to sup-  
23 port the child’s cognitive, social, emotional,  
24 and physical development;

1 “(ii) effective strengths-based parent  
2 education, including methods to encourage  
3 parents as their child’s first teachers;

4 “(iii) early childhood development  
5 with respect to children from birth through  
6 age 3;

7 “(iv) methods to help parents promote  
8 emergent literacy in their children from  
9 birth through age 3;

10 “(v) ascertaining what health and de-  
11 velopmental services the family receives  
12 and working with these providers to elimi-  
13 nate gaps in service by offering annual  
14 health, vision, hearing, and developmental  
15 screening for children from birth to entry  
16 into kindergarten, when needed;

17 “(vi) strategies for helping families  
18 coping with crisis; and

19 “(vii) the relationship of health and  
20 well-being of pregnant women to prenatal  
21 and early child development.”.

1 **SEC. 7. TARGETED GRANTS FOR EARLY CHILDHOOD HOME**  
2 **VISITATION FOR FAMILIES WITH ENGLISH**  
3 **LANGUAGE LEARNERS.**

4 (a) IN GENERAL.—The Secretary, in collaboration  
5 with the Secretary of Education, shall make grants, on  
6 a competitive basis, to eligible applicants to enable such  
7 applicants to support and expand local efforts to deliver  
8 services under quality programs of early childhood home  
9 visitation to eligible families with English language learn-  
10 ers.

11 (b) ELIGIBLE APPLICANT.—In this section, the term  
12 “eligible applicant” means—

13 (1) 1 or more local educational agencies (as de-  
14 fined in section 9101 of the Elementary and Sec-  
15 ondary Education Act of 1965 (20 U.S.C. 7801));  
16 and

17 (2) 1 or more public or private community-  
18 based organizations or agencies that serve eligible  
19 families and are capable of establishing and imple-  
20 menting programs of early childhood home visita-  
21 tion.

22 (c) APPLICATIONS.—An eligible applicant that de-  
23 sires to receive a grant under this section shall submit an  
24 application to the Secretary at such time, in such manner,  
25 and containing such information as the Secretary may re-  
26 quire. The application shall include a description of—



1           (1) the results of a communitywide needs as-  
2       assessment that describes—

3           (A) community demographics dem-  
4       onstrating the need for outreach and services to  
5       eligible families with English language learners;

6           (B) the quality and capacity of existing  
7       programs of early childhood home visitation for  
8       eligible families with English language learners  
9       in the community;

10          (C) the gaps in programs of early child-  
11       hood home visitation for eligible families with  
12       English language learners in the community;  
13       and

14          (D) the type of program of early childhood  
15       home visitation necessary to address the gaps  
16       identified;

17       (2) the program of early childhood home visita-  
18       tion that will be supported by the grant under this  
19       section;

20       (3) how the proposed program of early child-  
21       hood home visitation will promote positive parenting  
22       skills and children’s early learning and development;

23       (4) how the proposed program of early child-  
24       hood home visitation will incorporate the authorized  
25       activities described in subsection (f);

1           (5) how services provided through a grant  
2           under this section will use materials that are geared  
3           toward eligible families with English language learn-  
4           ers;

5           (6) how the activities under this section will  
6           build on and promote coordination among existing  
7           programs of early childhood home visitation, if such  
8           programs exist in the community, in an effort to  
9           promote an array of home visitation that ensures  
10          more eligible families with English language learners  
11          are being served and are getting the most appro-  
12          priate services to meet their needs;

13          (7) how the program will ensure that—

14                (A) eligible families with English language  
15                learners are linked to schools; and

16                (B) the activities under this section will  
17                support the preparation of children for school;

18          (8) how channels of communication will be es-  
19          tablished between staff of programs of early child-  
20          hood home visitation and staff of other early child-  
21          hood education programs, such as Head Start pro-  
22          grams carried out under the Head Start Act (42  
23          U.S.C. 9831 et seq.) and Early Head Start pro-  
24          grams carried out under section 645A of such Act,  
25          preschool programs, and child care programs, to fa-

1 facilitate the coordination of services for eligible fami-  
2 lies with English language learners;

3 (9) how eligible families with English language  
4 learners will be recruited and retained to receive  
5 services under this section;

6 (10) how training and technical assistance will  
7 help the staff of programs of early childhood home  
8 visitation involved in activities under this section to  
9 more effectively serve eligible families with English  
10 language learners;

11 (11) how the eligible applicant will evaluate the  
12 activities supported under this section in order to  
13 demonstrate outcomes related to the—

14 (A) increase in number of eligible families  
15 with English language learners served by pro-  
16 grams of early childhood home visitation;

17 (B) enhancement of participating parents'  
18 knowledge of early learning and development;

19 (C) enhancement of positive parenting  
20 practices related to early learning and develop-  
21 ment; and

22 (D) enhancement of children's cognitive,  
23 language, social-emotional, and physical devel-  
24 opment; and

1           (12) such other information as the Secretary  
2       may require.

3       (d) APPROVAL OF APPLICATIONS.—

4           (1) IN GENERAL.—The Secretary shall select  
5       applicants for funding under this section based on  
6       the quality of the applications and the recommenda-  
7       tions of a peer review panel, as described in para-  
8       graph (2).

9           (2) PEER REVIEW PANEL.—The peer review  
10      panel shall include not less than—

11           (A) 2 individuals who are experts in the  
12      field of home visitation;

13           (B) 2 individuals who are experts in early  
14      childhood development;

15           (C) 2 individuals who are experts in serv-  
16      ing eligible families with English language  
17      learners;

18           (D) 1 individual who is a board certified  
19      pediatrician or a developmental pediatrician;  
20      and

21           (E) 1 individual with experience in admin-  
22      istering public or private (including community-  
23      based) child maltreatment prevention programs.

24       (e) DURATION OF GRANTS.—Grants made under this  
25      section shall be for a period of no more than 3 years.

1 (f) AUTHORIZED ACTIVITIES.—Each eligible appli-  
2 cant that receives a grant under this section shall carry  
3 out the following activities:

4 (1) Providing to as many eligible families with  
5 English language learners as practicable, voluntary  
6 early childhood home visitation, on not less fre-  
7 quently than a monthly basis, through the imple-  
8 mentation of quality programs of early childhood  
9 home visitation that are research-based that provide  
10 parents with—

11 (A) knowledge of age appropriate child de-  
12 velopment in cognitive, language, social-emo-  
13 tional, and motor domains;

14 (B) knowledge of realistic expectations of  
15 age-appropriate child behaviors;

16 (C) knowledge of health and wellness  
17 issues for children and parents;

18 (D) modeling, consulting, and coaching on  
19 parenting practices;

20 (E) skills to interact with their child to en-  
21 hance age-appropriate development;

22 (F) skills to recognize and seek help for  
23 issues related to health, developmental delays,  
24 and social, emotional, and behavioral skills; and

1           (G) activities designed to help parents be-  
2           come full partners in the education of their chil-  
3           dren.

4           (2) Ascertaining what health and developmental  
5           services the family receives and working with these  
6           providers to eliminate gaps in service by offering an-  
7           nual health, vision, hearing, and developmental  
8           screening for children from birth to entry into kin-  
9           dergarten, when needed.

10          (3) Providing referrals for participating eligible  
11          families with English language learners, as needed,  
12          to additional resources available in the community,  
13          such as center-based early education programs, child  
14          care services, health or mental health services, fam-  
15          ily literacy programs, employment agencies, social  
16          services, and child care resource and referral agen-  
17          cies.

18          (4) Offering group meetings (at program dis-  
19          cretion), on not less frequently than a monthly basis,  
20          for eligible families with English language learners  
21          that—

22                (A) further enhance the information, ac-  
23                tivities, and skill-building addressed during  
24                home visitation;

1 (B) offer opportunities for parents to meet  
2 with and support each other; and

3 (C) address challenges facing eligible fami-  
4 lies with English language learners.

5 (5) Providing training and technical assistance  
6 to early childhood home visitation and early child-  
7 hood care and education staff relating to—

8 (A) effective service to eligible families  
9 with English language learners, including skills  
10 to address challenges facing English language  
11 learners;

12 (B) effective methods of implementing par-  
13 ent education, conducting home visiting, and  
14 promoting quality early childhood development,  
15 with sensitivity to cultural variations in par-  
16 enting norms and attitudes toward formal sup-  
17 port services;

18 (C) the relationship of health and well-  
19 being of pregnant women to prenatal and early  
20 child development;

21 (D) early childhood development with re-  
22 spect to children from birth until entry into kin-  
23 dergarten;

1           (E) methods to help parents promote  
2 emergent literacy in their children from birth  
3 until entry into kindergarten;

4           (F) implementing strategies for helping eli-  
5 gible families with English language learners  
6 coping with a crisis;

7           (G) recruiting, supervising, and retaining  
8 qualified staff;

9           (H) increasing services for underserved eli-  
10 gible families with English language learners;

11           (I) methods to help parents effectively re-  
12 spond to their children's needs and behaviors;  
13 and

14           (J) implementation of ongoing program  
15 quality improvement and evaluation of activities  
16 and outcomes.

17       (6) Coordinating existing programs of early  
18 childhood home visitation in order to effectively and  
19 efficiently meet the needs of more eligible families  
20 with English language learners.

21       (g) REPORTING REQUIREMENTS.—Each applicant  
22 that receives a grant under this section to carry out a pro-  
23 gram shall submit an annual report to the Secretary re-  
24 garding the progress of such program in addressing the



1 purposes of this Act. Such report shall include, at a min-  
2 imum, a description of—

3 (1) actual service delivery provided under the  
4 grant including—

5 (A) program characteristics including de-  
6 scriptive information on the service model used  
7 and actual program performance;

8 (B) provider characteristics including staff  
9 qualifications, work experience, and demo-  
10 graphic characteristics;

11 (C) recipient characteristics including  
12 number, demographic characteristics, and fam-  
13 ily retention; and

14 (D) an estimate of annual program imple-  
15 mentation costs;

16 (2) recipient outcomes that are consistent with  
17 program goals including, where appropriate given  
18 the program being evaluated—

19 (A) parental practices;

20 (B) child health and development indica-  
21 tors;

22 (C) child maltreatment indicators

23 (D) school readiness indicators; and

24 (E) links to community services;

1           (3) the research-based instruction, materials,  
2           and activities being used in the activities funded  
3           under the grant; and

4           (4) the effectiveness of the training and ongoing  
5           professional development provided—

6                   (A) to staff supported under the grant;  
7           and

8                   (B) to the broader early childhood commu-  
9           nity.

10          (h) SUPPLEMENT NOT SUPPLANT.—Grant funds pro-  
11       vided under this section shall be used to supplement, and  
12       not supplant, Federal and non-Federal funds available for  
13       carrying out the activities described in this section.

14          (i) AUTHORIZATION OF APPROPRIATIONS.—There is  
15       authorized to be appropriated to carry out this section  
16       \$50,000,000 for the period of fiscal years 2006 through  
17       2008.

18       **SEC. 8. TARGETED GRANTS FOR EARLY CHILDHOOD HOME**  
19                       **VISITATION FOR MILITARY FAMILIES.**

20          (a) IN GENERAL.—The Secretary of Defense, in col-  
21       laboration with the Secretary of Education, shall make  
22       grants, on a competitive basis, to eligible applicants to en-  
23       able such applicants to support and expand efforts to de-  
24       liver services under quality programs of early childhood

1 home visitation to eligible families with a family member  
2 in the Armed Forces.

3 (b) ELIGIBLE APPLICANT.—In this section, the term  
4 “eligible applicant” means any of the following:

5 (1) A local educational agency that receives  
6 payments under title VIII of the Elementary and  
7 Secondary Education Act of 1965 (20 U.S.C. 7701  
8 et seq.).

9 (2) A school of the defense dependents’ edu-  
10 cation system under the Defense Dependents’ Edu-  
11 cation Act of 1978 (20 U.S.C. 921 et seq.).

12 (3) A school established under section 2164 of  
13 title 10, United States Code.

14 (4) A community-based organization serving  
15 families with a family member in the Armed Forces.

16 (c) APPLICATIONS.—An eligible applicant that de-  
17 sires to receive a grant under this section shall submit an  
18 application to the Secretary of Defense at such time, in  
19 such manner, and containing such information as the Sec-  
20 retary of Defense may require. The application shall in-  
21 clude a description of—

22 (1) the results of a communitywide needs as-  
23 sessment that describes—

24 (A) community demographics dem-  
25 onstrating the need for outreach and services to

1 eligible families with a family member in the  
2 Armed Forces;

3 (B) the quality and capacity of existing  
4 programs of early childhood home visitation for  
5 eligible families with a family member in the  
6 Armed Forces;

7 (C) the gaps in programs of early child-  
8 hood home visitation for eligible families with a  
9 family member in the Armed Forces; and

10 (D) the type of program of early childhood  
11 home visitation necessary to address the gaps  
12 identified;

13 (2) the program of early childhood home visita-  
14 tion that will be supported by the grant under this  
15 section;

16 (3) how the proposed program of early child-  
17 hood home visitation will promote positive parenting  
18 skills and children's early learning and development;

19 (4) how the proposed program of early child-  
20 hood home visitation will incorporate the authorized  
21 activities described in subsection (f);

22 (5) how services provided through a grant  
23 under this section will use materials that are geared  
24 toward eligible families with a family member in the  
25 Armed Forces;

1           (6) how the activities under this section will  
2       build on and promote coordination with existing pro-  
3       grams of early childhood home visitation, if such  
4       programs exist in the community, in an effort to  
5       promote an array of home visitation that ensures  
6       more eligible families with a family member in the  
7       Armed Forces are being served and are getting the  
8       most appropriate services to meet their needs;

9           (7) how the program will ensure that—

10               (A) eligible families with a family member  
11               in the Armed Forces are linked to schools; and

12               (B) the activities under this section will  
13               support the preparation of children for school;

14           (8) how channels of communication will be es-  
15       tablished between staff of programs of early child-  
16       hood home visitation and staff of other early child-  
17       hood education programs, such as Head Start pro-  
18       grams carried out under the Head Start Act (42  
19       U.S.C. 9831 et seq.) and Early Head Start pro-  
20       grams carried out under section 645A of such Act,  
21       preschool programs, family support programs, and  
22       child care programs, to facilitate the coordination of  
23       services for eligible families with a family member in  
24       the Armed Forces;

1           (9) how eligible families with a family member  
2           in the Armed Forces will be recruited and retained  
3           to receive services under this section;

4           (10) how training and technical assistance will  
5           help staff of programs of early childhood home visi-  
6           tation involved in activities under this section to  
7           more effectively serve eligible families with a family  
8           member in the Armed Forces;

9           (11) how the eligible applicant will evaluate the  
10          activities supported under this section in order to  
11          demonstrate outcomes related to the—

12                (A) increase in number of eligible families  
13                with a family member in the Armed Forces  
14                served by programs of early childhood home vis-  
15                itation;

16                (B) enhancement of participating parents’  
17                knowledge of early learning and development;

18                (C) enhancement of positive parenting  
19                practices related to early learning and develop-  
20                ment; and

21                (D) enhancement of children’s cognitive,  
22                language, social-emotional, and physical devel-  
23                opment; and

24           (12) such other information as the Secretary of  
25          Defense may require.

1 (d) APPROVAL OF LOCAL APPLICATIONS.—

2 (1) IN GENERAL.—The Secretary of Defense  
3 shall select applicants for funding under this section  
4 based on the quality of the applications and the rec-  
5 ommendations of a peer review panel, as described  
6 in paragraph (2).

7 (2) PEER REVIEW PANEL.—The peer review  
8 panel shall include not less than—

9 (A) 2 individuals who are experts in the  
10 field of home visitation;

11 (B) 2 individuals who are experts in early  
12 childhood development;

13 (C) 2 individuals who are experts in family  
14 support for military families;

15 (D) 1 individual who is a board certified  
16 pediatrician or developmental pediatrician; and

17 (E) 1 individual with experience in admin-  
18 istering public or private (including community-  
19 based) child maltreatment prevention programs.

20 (e) DURATION OF GRANTS.—Grants made under this  
21 section shall be for a period of no more than 3 years.

22 (f) AUTHORIZED ACTIVITIES.—Each eligible appli-  
23 cant that receives a grant under this section shall carry  
24 out the following activities:

1           (1) Providing to as many eligible families with  
2           a family member in the Armed Forces as prac-  
3           ticable, voluntary early childhood home visitation, on  
4           not less frequently than a monthly basis, through  
5           the implementation of quality programs of early  
6           childhood home visitation that are research-based  
7           and that provide parents with—

8                   (A) knowledge of age appropriate child de-  
9                   velopment in cognitive, language, social-emo-  
10                  tional, and motor domains;

11                  (B) knowledge of realistic expectations of  
12                  age-appropriate child behaviors;

13                  (C) knowledge of health and wellness  
14                  issues for children and parents;

15                  (D) modeling, consulting, and coaching on  
16                  parenting practices;

17                  (E) skills to interact with their child to en-  
18                  hance age-appropriate development;

19                  (F) skills to recognize and seek help for  
20                  issues related to health, developmental delays,  
21                  and social, emotional, and behavioral skills; and

22                  (G) activities designed to help parents be-  
23                  come full partners in the education of their chil-  
24                  dren.



1           (2) Ascertaining what health and developmental  
2       services the family receives and working with these  
3       providers to eliminate gaps in service by offering an-  
4       nual health, vision, hearing, and developmental  
5       screening for children from birth to entry into kin-  
6       dergarten, when needed.

7           (3) Providing referrals for participating eligible  
8       families with a family member in the Armed Forces,  
9       as needed, to additional resources available in the  
10      community, such as center-based early education  
11      programs, child care services, health or mental  
12      health services, family literacy programs, employ-  
13      ment agencies, social services, and child care re-  
14      source and referral agencies.

15          (4) Offering group meetings (at program dis-  
16      cretion), on not less frequently than a monthly basis,  
17      for eligible families with a family member in the  
18      Armed Forces that—

19              (A) further enhance the information, ac-  
20      tivities, and skill-building addressed during  
21      home visitation;

22              (B) offer opportunities for parents to meet  
23      with and support each other; and

24              (C) address challenges facing eligible fami-  
25      lies with a family member in the Armed Forces.

1           (5) Providing training and technical assistance  
2           to early childhood home visitation and early child-  
3           hood care and education staff relating to—

4                   (A) effective service to eligible families  
5                   with a family member in the Armed Forces;

6                   (B) effective methods of implementing par-  
7                   ent education, conducting home visiting, and  
8                   promoting quality early childhood development,  
9                   with sensitivity to cultural variations in par-  
10                  enting norms and attitudes toward formal sup-  
11                  port services;

12                  (C) the relationship of health and well-  
13                  being of pregnant women to prenatal and early  
14                  child development;

15                  (D) early childhood development with re-  
16                  spect to children from birth until entry into kin-  
17                  dergarten;

18                  (E) methods to help parents promote  
19                  emergent literacy in their children from birth  
20                  until entry into kindergarten;

21                  (F) implementing strategies for helping eli-  
22                  gible families with a family member in the  
23                  Armed Forces coping with crisis;

24                  (G) recruiting, supervising, and retaining  
25                  qualified staff;

1 (H) increasing services for underserved eli-  
2 gible families with a family member in the  
3 Armed Forces;

4 (I) methods to help parents effectively re-  
5 spond to their children's needs and behaviors;  
6 and

7 (J) implementation of ongoing program  
8 quality improvement and evaluation of activities  
9 and outcomes.

10 (6) Coordinating existing programs of early  
11 childhood home visitation in order to effectively and  
12 efficiently meet the needs of more eligible families  
13 with a family member in the Armed Forces.

14 (g) REPORTING REQUIREMENTS.—Each applicant  
15 that receives a grant under this section to carry out a pro-  
16 gram shall submit an annual report to the Secretary re-  
17 garding the progress of such program in addressing the  
18 purposes of this Act. Such report shall include, at a min-  
19 imum, a description of—

20 (1) actual service delivery provided under the  
21 grant including—

22 (A) program characteristics including de-  
23 scriptive information on the service model used  
24 and actual program performance;

1 (B) provider characteristics including staff  
2 qualifications, work experience, and demo-  
3 graphic characteristics;

4 (C) recipient characteristics including  
5 number, demographic characteristics, and fam-  
6 ily retention; and

7 (D) an estimate of annual program imple-  
8 mentation costs;

9 (2) recipient outcomes that are consistent with  
10 program goals including, where appropriate given  
11 the program being evaluated—

12 (A) parental practices;

13 (B) child health and development indica-  
14 tors;

15 (C) child maltreatment indicators

16 (D) school readiness indicators; and

17 (E) links to community services;

18 (3) the research-based instruction, materials,  
19 and activities being used in the activities funded  
20 under the grant; and

21 (4) the effectiveness of the training and ongoing  
22 professional development provided—

23 (A) to staff supported under the grant;

24 and

1 (B) to the broader early childhood commu-  
2 nity.

3 (h) SUPPLEMENT NOT SUPPLANT.—Grant funds pro-  
4 vided under this section shall be used to supplement, and  
5 not supplant, Federal and non-Federal funds available for  
6 carrying out the activities described in this section.

7 (i) AUTHORIZATION OF APPROPRIATIONS.—There is  
8 authorized to be appropriated to carry out this section  
9 \$50,000,000 for the period of fiscal years 2006 through  
10 2008.

11 **SEC. 9. EVALUATION.**

12 (a) IN GENERAL.—From funds reserved under sec-  
13 tion 5(b)(1)(A), the Secretary shall conduct an inde-  
14 pendent evaluation of the effectiveness of this Act.

15 (b) REPORTS.—

16 (1) INTERIM REPORT.—Not later than 2 years  
17 after the date of enactment of this Act, the Sec-  
18 retary shall submit an interim report on the evalua-  
19 tion conducted pursuant to subsection (a) to the  
20 Committee on Health, Education, Labor, and Pen-  
21 sions of the Senate and the Committee on Education  
22 and the Workforce of the House of Representatives.

23 (2) FINAL REPORT.—Not later than 3 years  
24 after the date of enactment of this Act, the Sec-  
25 retary shall submit a final report on the evaluation

1 conducted pursuant to subsection (a) to the commit-  
2 tees described in paragraph (1).

3 (c) CONTENTS.—The reports submitted under sub-  
4 section (b) shall include information on the following:

5 (1) How the grant funds have expanded access  
6 to early childhood home visitation including—

7 (A) demonstrating that programs funded  
8 reflect the quality indicators outlined in section  
9 5(f)(1); and

10 (B) documenting the service delivery indi-  
11 cators, as outlined in section 5(h)(1), across all  
12 recipients receiving grants with attention to the  
13 number of families served and the level of serv-  
14 ice received.

15 (2) How the States affect outcomes consistent  
16 with program goals including, where appropriate  
17 given the program being evaluated, parenting prac-  
18 tices, child health and development, child maltreat-  
19 ment, school readiness, and links to community serv-  
20 ices.

21 (3) The effectiveness of early childhood home  
22 visitation on different populations, including the ex-  
23 tent to which variability exists in program ability to  
24 improve outcomes across programs and populations,

1       such as families with English language learners and  
2       families with a family member in the Armed Forces.

3           (4) Descriptions of the technical assistance and  
4       training actually provided and the nature of the pop-  
5       ulations receiving this assistance.

6           (5) The effectiveness of the training and tech-  
7       nical assistance activities funded under this Act, in-  
8       cluding the effects of training and technical assist-  
9       ance activities on program performance and agency-  
10      level collaboration.

11          (6) Recommendations on strengthening or  
12      modifying this Act.

○